

2016 – 2017 School Success Plan

Casco Bay High School

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In preparation for the 2016 – 2017 school year, each school will (1) identify up to three priority areas for instructional focus, and (2) outline the school’s plan for supporting students, teachers, parents and community members to maximize student achievement (strategies for improvement). This will provide a focused plan of action to move your school to the next level of student achievement. The plan is a dynamic document and priorities may change during the course of the school year. This plan should integrate Title IA and other school-based plans.

Complete this template utilizing information from your school's data review

- Step 1: Summarize your school’s current strengths based on your review of data.
Step 2: Identify three (3) priority areas for improvement based on your review of data.
Step 3: Outline the specific supports and/or interventions that will be provided for students in each priority area. Be specific with your strategies for each student population (i.e. ELL, IEP, African-American, SES, GT, etc.)
Step 4: Outline how you will support teachers and build staff capacity in each priority area.
Step 5: Outline how you will engage parents/community members to support the school’s work in each of your priority areas.
Step 6: Describe the types of support that your school will need from central office in order for you to achieve your school goals in 2016-2017.

1. Current Strengths:

Long-Term Vision for Faculty

- Cultivate and sustain excellent, Expeditionary Learning teachers.
• Educate each student to meet rigorous, vital standards as well as to consistently exceed personal bests in service, character and scholarship.
• Pursue a path towards our Future Vision that is steady, gradual and sustainable, that seeks the healthy balance between the organizational stability we need to deepen practice and relationships and the innovations we need to energize and grow.

The Holy Grail of Desired Learning Outcomes

- 1) Deeper Learning
• Requires higher-order, complex, rigorous thinking and tasks.
• Fully engages students’ hearts and heads.
• Lasts.
2) Learning that Matters
• Leads to essentials skills, knowledge and dispositions.
• Grounded in Common Core standards
3) Learning that Better Oneself and the World
• Prepares for success in college, career and citizenship.
• Addresses compelling issue of social or environmental justice.
• Emerges from collaborative culture of revision and excellence.
• Results from rigorous, joyful and ethical process.

CBHS Strengths

- A collaborative, skilled and unified faculty. 10 of our original 13 staff remain;
• An inclusive, caring and supportive community of students, parents and staff;
• A shared commitment to our core values: “Rigor, Relevance and Relationships” and mission;

- Compelling and engaging learning expeditions that result in students doing demanding, interdisciplinary real and often excellent work for a real audience;
- 98% of graduates accepted to college so far and nearly 50% graduate having earned college credit;
- Our HS completion rate is up to 90% or higher and our most recent drop-out rate is 1.6%.

## 2. Priority Areas for Improvement:

*Priority Area #1:* Students will more often experience a respectful level of challenge and achieve personal academic bests due to more effective and consistent strategies and structures for differentiation.

*Priority Area #2:* More CBHS students will achieve in STEM and more students will achieve more deeply in STEM.

*Priority Area #3:* We will persevere with efforts to refine and preserve school culture so that each member of our full-sized community is known well, valued and invested in it's betterment.

### 3. Interventions and Support for Improvement for:

PRIORITY AREA	STUDENTS	TEACHERS	PARENTS/COMMUNITY
<p>1. Students will more often experience the right level of challenge and achieve personal academic bests due to more effective and consistent strategies and structures for differentiation.</p>	<ul style="list-style-type: none"> <li>Continue to have diverse, substantive and regular means for student voice to be shared with academic issues (eg: Crew, conferences, Cabinet, feedback for faculty, surveys etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Focus PLC's on effective differentiation for ELL, Special Ed and Exceeds learners.</li> <li>Create common planning time for 9-11 ELL teachers, Special Ed Teachers and Humanities faculty so we can more proactively and substantively co-plan and differentiate, implementing the recommendations from the new "Collaboration and Differentiation at CBHS" document*.</li> <li>Utilize Alison Perkins to develop sustainable differentiation strategies and structures that support STEM faculty, especially in 9th and 10th grade science.</li> <li>Draw on EL Education PD and resources (eg: <i>Learning that Lasts</i>) that will catalyze more effective differentiation. (<i>PLC Coaches and School Designer</i>)</li> </ul>	<p>Post the School Success Plan on the website and highlight in the fall newsletter and, as necessary, thereafter.</p> <p>Share and discuss priorities in the fall with the Parent Advisory Group.</p> <p>Continue to involve parents and local experts regularly in our curriculum and learning expeditions.</p>
<p>2. More CBHS students will achieve in STEM and more students will achieve more deeply in STEM.</p>	<ul style="list-style-type: none"> <li>Have students create (and continue to create) "Beautiful Math" through course-based projects or expeditions - with support from EL Education School Designer, Sarah Brown.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to diversify our junior-senior offerings to better prepare our students for post-secondary work (USM Chemistry Class with Brooke Teller and USM Calculus Class with Priya Natarajan) .</li> <li>Continue to develop the DIY lab.</li> </ul>	<p>Post the School Success Plan on the website and highlight in the fall newsletter and, as necessary, thereafter.</p> <p>Share and discuss priorities in the fall with the Parent Advisory Group.</p>

<p>3. We will persevere with efforts to refine and preserve school culture so that each member of our full-sized community is known well, valued and invested in it's betterment.</p>	<ul style="list-style-type: none"> <li>• Empower crews to take on more stewardship for designated crew and shared spaces.</li> <li>• Students will continue to be trained and supported to devise and facilitate our monthly Courageous Conversations.</li> <li>• Continue to have diverse, substantive and regular means for student voice to be shared with school culture issues (eg: Cabinet, Civil Rights Team, Crew, surveys, etc.)</li> <li>• Our Parent Advisory Group, Faculty Leadership Team and Student Cabinet will meet jointly twice year to share perspectives and review data about the "state of the school."</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and diversify strategies for more intentional, productive use of crew time, including improved protocols for Courageous Conversations and best practices for common dilemmas (eg: how to effectively make group decisions and how to engage all members in group activities).</li> <li>• Add a full-time Dean of Student Life (.5 increase) to oversee student and school culture and routinely take the pulse of faculty and students about pressing school culture issues, addressing/revising as necessary.</li> <li>• Devise an inclusive and wise plan for our final (?) phase of renovations (hopefully, summer of 2018).</li> <li>• Deepen our support for newer CBHS teachers to include a 2nd year of support and multiple, targeted mentors for new faculty.</li> <li>• Revise our Student Code of Conduct so that it focuses more on making amends and restorative justice.</li> <li>• Develop common faculty understandings (and revise as necessary) our school-based policies that can cause the most consternation for students and faculty, specifically dress code, technology norms, tardies and late work.</li> <li>• Continue to refine our practices and communication in support of our most at-risk students and identify the most successful interventions .</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to have a Parent Advisory Group that meets monthly with the principal and raises issues of interest.</li> <li>• Continue to meet monthly with our multilingual parent ambassadors and consider ways to to more proactively connect with our multilingual families, and more mindfully celebrate who we are as a community.</li> <li>• Continue to actively and diversely communicate school news (e.g.: through student-led conferences, the web site, e-mail blasts, newsletters, Facebook, etc).</li> <li>• Continue to host community-building events - New Parent Social, Family Crew Night, the Crafts Fair, Math Cup, Shared Space Cafe - in addition to inviting parents and loved ones to every student learning expedition culmination.</li> <li>• Our Parent Advisory Group, Faculty Leadership Team and Student Cabinet will meet jointly twice year to share perspectives and review data about the "state of the school."</li> </ul>
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## **CENTRAL OFFICE SUPPORTS NEEDED**

We will need the support of the facilities department with the renovations scheduled for CBHS, hopefully in the summer of 2017 (perhaps with the support of the Maine National Guard). We also will need facilities department support for expediting planned safety improvements to the bus drop off area on Allen Avenue.

We hope to benefit from Academic Office (and Jeanne) expertise in any of the areas alluded to in this plan.

We need Central Office support in minimizing the external and internal inefficiencies, obstacles and disruptions that can get in the way of us making the progress we hope to and need to - as a school and as a district.

We will need your help in sustaining funding for our contract with Expeditionary Learning to ensure that our faculty continues to improve.

We would request district work scheduled for a time other than Wednesdays. The 25% decrease in in our school-based PD time over the last two years has had more drawbacks than gains. The collective district work needed can be done more strategically and efficiently.

Personally, I could also use some support with grant-writing for ongoing needs such as the Quests and Junior Journey.

Thanks for asking!